

Characteristic V: Professional Development and Staff Quality



Comprehensive district-wide professional development and recruitment strategies exist to ensure that high quality teachers are serving students in the low-performing schools.

DEFINITION	INDICATORS OF DISTRICT SUPPORT			
	Leads to Continuous Improvement and Institutionalization	Leads to Effective Implementation	Raises Awareness	Minimal, Absent, or Ineffective
<p>5.1: DISTRICT SUPPORT OF INITIAL EDUCATORS:</p> <p><i>District Support of Initial Educators</i> is the systematic process that the district has implemented to support the orientation and mentoring needs of initial educators according to the state law (PI-34).</p>	<p>The district provides intensive and targeted support of initial educators through orientation, coaching, and mentoring programs. The district monitors and evaluates the effectiveness of its low-performing schools' efforts to improve orientation, coaching, and mentoring programs to address the changing needs of initial educators and provides for continuous improvement of district services to schools.</p>	<p>The district provides intensive and targeted support of initial educators through orientation, coaching, and mentoring programs. The district monitors the effectiveness of its system in its low-performing schools to improve the program and address the changing needs of schools.</p>	<p>The district has a system for identifying the needs of initial educators in its low-performing schools; and provides orientation, coaching, and mentoring programs, but it is not aligned with the identified goals of the district, and little monitoring, evaluation, and improvement of the system occurs.</p>	<p>The district has little or no evidence of an organized system for the orientation and mentoring of initial educators of its low-performing schools.</p>
<p>5.2: DISTRICT PROFESSIONAL DEVELOPMENT MODEL:</p> <p><i>District Professional Development Model</i>, organized around district goals and program priorities, is a systematic, comprehensive, standards-driven approach and structure for providing high quality learning opportunities to district staff that focus on improving student learning and achievement.</p>	<p>The district has adopted a standards-based professional development model organized around a comprehensive set of program priorities. The model has been successfully implemented and is sustained and changed in order to meet the needs and goals of all students and staff, especially in its low-performing schools.</p>	<p>The district has adopted a professional development, standards-based model organized around a comprehensive set of district goals and program priorities that is focused on improving student learning and achievement in its low-performing schools, and is designed to meet the needs of a variety of staff members.</p>	<p>The district offers a variety of professional development activities for its low-performing schools, but it is not a standards-based, comprehensive model reflective of district and program priorities that is focused on improving student learning and achievement.</p>	<p>The district has little or no evidence of a comprehensive, professional development model for its low-performing schools based on professional development standards and district goals and program priorities that focuses on improving student learning and achievement.</p>

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<p>5.3: DISTRICT RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED, EXPERIENCED TEACHERS:</p> <p><i>District Recruitment and Retention of Highly Qualified, Experienced Teachers</i> is the systematic process that the district has implemented to ensure that all teachers in the low-performing schools are licensed and effective.</p>	<p>The district monitors and evaluates the effectiveness of its efforts to recruit, place, and retain highly qualified, effective, and experienced teachers in its low-performing schools. The school climate/culture is supportive of continuous professional development, professional learning communities, and improved student learning. Retention rates for highly qualified, effective, and experienced teachers are similar to the district's schools with high levels of student learning.</p>	<p>The district can document that it consistently recruits and places highly qualified, effective, and experienced teachers in the low-performing schools. Strategies to improve school climate/culture and foster a professional learning community are in place in the school. Retention rates for highly qualified, effective, and experienced teachers are improving.</p>	<p>The district attempts to recruit and place highly qualified, effective, and experienced teachers in its low-performing schools and identifies strategies to improve school climate/culture and the retention of those teachers.</p>	<p>The district has little or no evidence that it prioritizes recruitment and placement of its most effective teachers in its low-performing schools.</p>
<p>5.4: DISTRICT SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS:</p> <p><i>District Support of Orientation and Mentoring for Principals</i> is the systematic process that the district has implemented to support the orientation and mentoring needs of new principals and the on-going learning of all principals in its low-performing schools.</p>	<p>The district monitors and evaluates the effectiveness of its efforts to improve orientation and mentoring programs to address the changing needs of new principals that results in continuous improvement of district services to administrators. The district continually designs and evaluates the impact of professional development programs and strategies for principals in the low-performing schools.</p>	<p>The district monitors the effectiveness of its system for the orientation and mentoring of principals in its low-performing schools to improve the program and address the changing needs of schools. The district provides ongoing learning opportunities for principals in the low-performing schools.</p>	<p>The district has a system for the orientation and mentoring of new principals in its low-performing schools, but it is not aligned with the identified goals of the district and little monitoring and improvement of the system occurs. There are few and inconsistent learning opportunities for principals in the low-performing schools.</p>	<p>The district has little or no evidence of an organized system for the orientation and mentoring of principals, and/or systematic ongoing learning opportunities for all principals in its low-performing schools.</p>

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<p>5.5: DISTRICT SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS:</p> <p><i>District Support of Principals as Instructional Leaders</i> refers to how the district ensures that school building administrators monitor, supervise, and support instruction as their top priority; and ensures that district leaders implement a system of interventions that addresses the needs of students performing below grade level.</p>	<p>The district has a systemic and systematic structure that monitors and supports building administrators and other leaders in its low-performing schools. These systems allow for analyzing student data to improve instruction, curriculum, assessment, professional development, and determination of appropriate interventions for students performing below grade level.</p>	<p>The district uses the results of principal evaluations and school monitoring to support building administrators and other leaders in its low-performing schools in improving student learning by using effective implementation of instruction, curriculum, assessment, and professional development. The district provides resources to principals in low-performing schools to implement a system of interventions for students below grade level.</p>	<p>The district articulates the link between instructional leadership, staff effectiveness, and student achievement to building administrators in its low-performing schools, but provides little/no differentiated support for improving student learning and planning interventions for low-performing students.</p>	<p>The district provides little/no support to administrators and other leaders of its low-performing schools for instructional leadership and implementation of a system of interventions for students performing below grade level.</p>